

**THE EFFECT OF USING BEFORE READING, CREATE QUESTION,  
DURING READING, END OF READING (BCDE) STRATEGY  
TOWARDS READING COMPREHENSION AN  
ANALYTICAL EXPOSITION TEXT OF THE  
SECOND YEAR STUDENTS AT SMAN 2  
BANGKINANG BARAT**



**By**

**YENNI MARLINDA**

**SIN. 10814001844**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1435 H/2013 M**

**THE EFFECT OF USING BEFORE READING, CREATE QUESTION,  
DURING READING, END OF READING (BCDE) STRATEGY  
TOWARDS READING COMPREHENSION AN  
ANALYTICAL EXPOSITION TEXT OF THE  
SECOND YEAR STUDENTS AT SMAN 2  
BANGKINANG BARAT**

Thesis

Submitted as Partial Fulfillment of the Requirement  
for Getting Bachelor Degree of Education  
(S.Pd)



By  
**YENNI MARLINDA**  
**SIN. 10814001844**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1435 H/2013 M**

## **ABSTRACT**

### **YENNI MARLINDA (2013): The Effect of Using Before Reading, Create Question, During Reading, End of Reading (BCDE) Strategy Towards Reading Comprehension an Analytical Exposition Text of The Second Year Students at SMAN 2 Bangkinang Barat**

Based on the researcher's preliminary study, it was found that the students could not comprehend the meaning of texts in their text book at the school. The problem can be seen by some of the students could not understand about the content of reading text and identify main idea of the text. So, the researcher was interested in carrying out the research about this problem. The purpose of BCDE strategy are to improve students' reading comprehension using analytical exposition text and to enable students to use self-regulation procedures.

The research was administered at SMAN 2 Bangkinang Barat. The subject of the research was the second year students of SMAN 2 Bangkinang Barat, and the object of this research was the effect of using BCDE strategy towards reading comprehension. The design of this research was quasi- experimental design.

The population of this research was all of the second year students. The total number of population was 60 students. Because the number of population was not large, the researcher used random sampling by taking two classes as sample; class XI IPA 1, consisted of 30 students as a control class, and class XI IPA 2, consisted of 30 students as an experimental class, so the numbers of sample from two classes were students. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS.

After analyzing the data, the researcher found that  $t_{\text{observed}}$  higher than  $t_{\text{table}}$  at significant level of 5% and significant level of 1%. Thus, Null Hypothesis ( $H_0$ ) is Rejected, and Alternative Hypothesis ( $H_a$ ) is Accepted. So, there is significant Effect of Using BCDE Strategy towards Reading Comprehension of the second year students at SMAN 2 Bangkinang Barat. In conclusion, the using of BCDE strategy could help students to improve their reading comprehension.

## ABSTRAK

**YENNI MARLINDA (2013): Pengaruh Penggunaan Strategy *Before Reading, Create Question, During Reading, End of Reading (BCDE)* Terhadap Pemahaman Membaca Siswa Dalam Teks *Analytical Exposition* Teks Siswa Kelas Dua di SMAN 2 Bangkinang Barat**

Berdasarkan studi pendahuluan peneliti, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi ide pokok dari teks bacaan. Jadi, peneliti tertarik mengadakan penelitian tentang masalah tersebut. Tujuan BCDE strategy untuk membantu siswa membaca siswa dalam penggunaan teks analitikal eksposisi dan untuk memungkinkan siswa menggunakan cara peraturan sendiri.

Penelitian ini diadakan di SMAN 2 Bangkinang Barat. Subjek dari penelitian ini adalah siswa tahun ke 2 di SMAN 2 Bangkinang Barat, dan objek dari penelitian ini adalah dampak dari penggunaan strategi BCDE Strategy. Adapun jenis penelitiannya adalah quasi-experiment.

Populasi dari penelitian ini adalah seluruh siswa tahun kelima. Keseluruhan dari jumlah populasi adalah 60 siswa. Dikarenakan jumlah populasinya tidak terlalu banyak, peneliti menggunakan cluster sampling yang hanya mengambil dua kelas sebagai sampel: kelas XI IPA 1 yang terdiri dari 30 siswa sebagai kelas kontrol, dan kelas XI IPA 2 yang terdiri dari 30 siswa sebagai kelas eksperimen. Jadi, jumlah sampel dari dua kelas tersebut adalah 60 siswa. Untuk data analisisnya, peneliti menggunakan Independent sample T-test melalui SPSS.

Setelah data dianalisis, peneliti menemukan, dimana  $t_{\text{observed}}$  lebih besar daripada  $t_{\text{table}}$  pada level signifikan 5% dan pada level 1%. Maka, Null Hypothesis ( $H_0$ ) ditolak, dan Alternative Hypothesis ( $H_a$ ) diterima. Jadi, terdapat pengaruh yang signifikan dari penggunaan strategi BCDE strategy terhadap pemahaman bacaan siswa kelas dua di SMAN 2 Bangkinang Barat.

## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL .....</b>	<b>i</b>
<b>EXAMINER APPROVAL .....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>LIST OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF HISTOGRAMS .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. Background .....	1
B. Definition of the Term .....	5
C. Problem .....	6
1. Identification of the Problems .....	6
2. Limitation of the Problem .....	7
3. Formulation of the Problem .....	7
D. The Objective and Significance of the Research .....	8
1. Objective of the Research .....	8
2. Significance of the Researchhh .....	8

## **CHAPTER II: REVIEW OF RELATED LITERATURE**

A. The Theoretical Framework .....	11
1.. Nature of Reading .....	11
2. Nature of Reading Comprehension .....	17
3. Analytical Exposition Text .....	20
4.Before Reading, Create Question,During Reading,End of Reading.....	20
B. Relevant Research .....	28
C. Operational Concept .....	30
D. Assumption and Hypothesis .....	31
1. Assumption .....	33
2. Hypothesis .....	33

## **CHAPTER III: RESEARCH METHOD**

A. Research Design .....	33
B. Location and Time of the Research .....	34
C. Subject and Object of the Research .....	34
D. Population and Sample of the Research .....	35
E. Technique of Collecting the Data .....	36
1. Validity of the Test .....	37
2. Reliability of the Test .....	43
F.Technique of Data Analysis .....	45

## **CHAPTER IV: DATA PERSENTATION AND DATA ANALYSIS**

A. Description of Research Prosedure .....	48
B. Data Presentation .....	49
1. Data Presentation of Using BCDE Strategy .....	49
2. Data Presentation of Reading Comprehension .....	50
C. Data Analysis .....	56
1. The Analysis Improvement of Students' Reading Comprehension of Experimental Class .....	56
2. The Analysis Improvement of Students' Reading Comprehension of Control Class .....	59
3. The Data Analysis of the Effect of Using BCDE Strategy Towards Reading Comprehension .....	61

## **CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion .....	64
B. Suggestion .....	65

## **BIBLIOGRAPHY**

## **APPENDICES**

## CHAPTER I

### INTRODUCTION

#### A. Background of The Problem

Reading is the most important things in language skills. The importance of reading becomes an aspect that should be considered among language skills. In finding out the information of reading text, the reader should have a good comprehension. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.<sup>1</sup>

A good reading comprehension will guide the reader to find out the meaning of the context, whether literal or implied meaning. Besides, a good reading comprehension will show the reader reading ability. Therefore, a good comprehension is necessary to comprehend meaning what the writer writes.

The purpose of reading based on the standardization of English course competences is to understand the meaning (interpersonal, ideational, and textual) in some written texts that has communicative purpose, structural text, and certain linguistic.<sup>2</sup> It means that reading includes a receptive skill. Therefore, a reader should

---

<sup>1</sup> Kalayo Hasibuan and M.Fuazan Anshari. *Teachng English as a Foreign Language (TEFL)*.(Pekanbaru: Alaf Riau UNRI Press,2007), p.114

<sup>2</sup> Tim penulis , *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*, (Jakarta: Departemen Pendidikan Nasional, 2003), p.16



have the best strategy to obtain a good comprehension of the messages in reading text. That is way, reading learning process is necessary to get a well comprehension. In learning process, a teacher uses several reading strategies in teaching reading.

According to Michael F. Graves, reading comprehension strategies are “conscious and flexible plans that readers apply and adopt to a variety of texts and tasks”.<sup>3</sup> Therefore, reading needs a concentration seriously. It also needs a critical thinking to comprehend the meaning of reading text. A critical thinking will create an active learning. The active learning has been available in School Based Curriculum. School Based Curriculum is a curriculum that demands the active learning to the students.

Because reading is important to learn and teach to the students, at SMAN 2 Bangkinang Barat, applies School Based Curriculum. Reading is one skill of the English subject taught since the second year of English teaching period. Hence, English is taught twice a week with time duration 45 minutes for an hour. According to syllabus at the second grade, the based competence of reading English refers to capability of students in comprehending and to respond the meaning of monologue text or essay which uses variation of written accurately, fluently, and contextually in from of the text such as analytical exposition, spoof, and narrative.<sup>4</sup> In this research, it focuses on analytical exposition text. The passing score of English course (KKM) at SMAN 2 Bangkinang Barat is 70.

---

<sup>3</sup> Michael F. Graves. *Teaching Reading in the 21st Century* (Boston : A Pearson Education Company, 2001), p. 310

<sup>4</sup> Syllabus of SMAN 2 Bangkinang Barat 2011/2012. Unpublished.

Based on preliminary research at SMAN 2 Bangkinang Barat, the researcher found that the students were usually given analytical exposition text based on the English book. The teacher used three-phase technique in analytical exposition text. In which, the teacher explained the material and asked the students learn with the small groups and gave a text. Then, they were asked to read the reading text. If they found out the difficulties words, they opened dictionary. After that, the students were asked to determine the communicative purposes of text. Then, they answered the questions about the text. After that, the students are asked to answer the question together. In this case, the text that given by the teacher was analytical exposition text.

Ideally, the students should comprehend about the reading text and comprehend what they are reading. In fact, they still find out difficulties to comprehend about the reading text even though the teacher has given the learning strategy. The problems of the students' reading comprehension can be showed into 5 points:

1. Some of the students are not able to identify thesis of analytical exposition text.
2. Some of the students are not able to identify arguments of analytical exposition text.
3. Some of the students are not able to find out reiteration of analytical exposition text.
4. Some of the students are confused to know the language features of the reading text.
5. Some of the students are difficult to find out the main idea of the reading text.

To overcome these problems need and appropriate strategy for helping students. There is strategy that can help students toward their reading comprehension in reading, called “BCDE Strategy”.

According to Shane that “Before reading, Create question, During reading, End of reading (BCDE)” strategy is can see overall objective and plan for presentation of the material and continuity between section of the text.<sup>5</sup>In briefly, BCDE

develops independent reading skill by encouraging the reader to put main idea of the passage into his or her thinking. Reader will be helped to set a goal for reading and focus his or her thinking. BCDE is a way to teach the students a variety of possible ways to write in response to reading text<sup>6</sup>

Based on the description and several problems above, it is clear that some of the students at SMAN 2 Bangkinang Barat still have many difficulties which have to be continued measured as early as possible. Therefore, the writer is interested to study in depth the problems above in a research entitled: **“The Effect of Using Before reading, Create Question, During Reading, End of Reading (BCDE) Strategy Towards Reading Comprehension an Analytical Exposition Text of the Second Year Students at SMAN 2 Bangkinang Barat”**.

---

<sup>5</sup> Shane N. Philipson. *Context and Practice for Students*. (Hongkong: Hongkong University Press, 2007). Retrieved on July 7, 2013.

<sup>6</sup> Learning Toolbox. Steppingstone Technology Grant. (Harrisonburg: James Madison University, 2002) <http://coe.jmu.edu/Learning/Toolbox/printer/bcde.pdf>. Retrieved on July 7, 2013

## B. Defenition of the Term

In order to avoid misunderstanding and misinterpretation about this title, it is necessary to explain the terms used in this research; the terms are as follows:

### 1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.<sup>7</sup> In this research, effect is defined as the results of teaching reading by using BCDE strategy at the second year students of SMAN 2 Bangkinang Barat.

### 2. BCDE

BCDE is a reading strategy that is helpful in getting the overall idea while reading materials for classes<sup>8</sup>. This strategy encourages students to think about their reading task at three points before reading, during reading, and after reading. In this research, BCDE strategy is a strategy used by students toward reading comprehension of the second year students of SMAN 2 Bangkinang Barat.

### 3. Strategy

Strategy is a series of ordered steps that will allow a student to perform a task.

The strategy serves to help structure the students' efforts (i.e., to do the steps

---

<sup>7</sup> Jack C. Richards and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. Third Edition (New York:Pearson Education, 2002) p. 175.

<sup>8</sup>Learning Toolbox. Steppingstone Technology Grant. *Op.cit*.p.221

in order) and to remind the student what to do at each stage of the process<sup>9</sup>. In this study, strategy deals with the way used by the students to comprehend reading text. Strategy that is used in this research is before reading, create question, during reading, end of reading (BCDE).

#### 4. Reading Comprehension

Reading is a process of perceiving a written text in order to understand its contents<sup>10</sup>. Reading becomes a subject matter in this research. Comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills, and prior knowledge (reader context).<sup>11</sup> In this case, comprehension deals with reading. Reading comprehension means a process or product of understanding the text in order to get information and the meaning of the text. Therefore, the researcher is interested in conducting reading comprehension.

### C. The Problems

#### 1. Identification of the Problem

Based on the background and the phenomena above, the researcher finds out that the problems that will be identified as follows:

- a. Why are some of the students not able to identify thesis of analytical exposition text?

---

<sup>9</sup> Robert Reid and Torri Ortiz Lienemann. *Strategy Instruction for Students with Learning Disabilities*. (New York :The Guilford Press, 2006), p. 18

<sup>10</sup> Jack C. Richards, et al. *Longman of Language Teaching and Applied Linguistics* (New York: Longman, 1992), p. 306

<sup>11</sup> Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. (New York: Prentice Hall, 1986). p 7

- b. Why are some of students not able to identify arguments of analytical exposition text?
- c. Why are some of the students not able to find out reiteration of analytical exposition text?
- d. Why are the students still confused to know the language features of analytical exposition text?
- e. Why are the students difficult to find out main idea of analytical exposition text?

## **2. Limitation of the Problem**

Based on the identifications of the problems above, there are some problems involving in thus research: therefore, the researcher only focuses on using BCDE strategy towards students reading reading comprehension:

- a. How is reading comprehension of the second year students of SMAN 2 Bangkinang Barat in analytical exposition text by using BCDE strategy?
- b. How is reading comprehension of the second year students of SMAN 2 Bangkinang Barat in analytical exposition text by using Three-phase thecnique?
- c. Is there any significant effect of using bcde strategy toward the second year students of SMAN 2 Bangkinang Barat reading comprehension in analytical exposition text?

### **3. Formulation of the Problem**

Based on the identification above, finally the problem will be formulated as follows:

- a. How is the student reading comprehension taught by using BCDE strategy of the second year students' at SMAN 2 Bangkinang Barat in analytical exposition text?
- b. How is the student reading comprehension taught by using Three-phase technique of the second year students' at SMAN 2 Bangkinang Barat in analytical exposition?
- c. Is there any significant effect of using BCDE strategy towards reading comprehension in analytical exposition text of the second year students at SMAN 2 Bangkinang Barat.

## **D. The Objective and the Significance of the Research**

### **1. The Objective of the Research**

The researcher carries out this research for several objectives as follow:

- a. To find out the data about students' reading comprehension in analytical exposition text by using Bcde strategy.
- b. To get the data about students' reading comprehension in analytical exposition text by using Three-phase technique.
- c. To obtain the data about the effect of using bcde strategy towards reading comprehension in analytical exposition text.

## **2. The Significance of the Research**

There are significances of the research that is mentioned by the writer as follows:

- a. To give a contribution about the strategy to English teachers concerning with reading comprehension.
- b. To provide useful information for the students about the reading strategy, in order the students can apply it in comprehending the reading text.
- c. To fulfill one of requirements to finish writer's study in State Islamic University Sultan Syarif Kasim.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

##### **1. The Nature of Reading**

Reading is to perceive a written text in order to understand its contents<sup>1</sup>. In other words, reading is receptive skill because it gets the information and knowledge from the text that has been read. Reading is not only about that but also it determines the specific knowledge, skills, and strategies to apply to achieve comprehension. Therefore, in order to achieve comprehension the specific knowledge, skills, and strategies must be integrated each other.

According to Haris and Sipay in Manzo, reading is the meaningful interpretation of written language. Others have tended to define reading in ways that reflect the perspective of their research or school of thought. For example:

- 1) Anderson, a cognitive psychologist, has popularized the view that reading is a process of constructing meaning from written text
- 2) Perfetti, a linguist, sees reading in more instrumental terms, referring to it as thinking guided by print.
- 3) Goodman, a linguist and educational humanist, tends to see reading more as a natural extension of language process, but with some special benefits.

---

<sup>1</sup> Jack C Richards and Jhon Platt. *Longman Dictionary of Language Teaching and Applied Linguistic 2<sup>nd</sup>* (England: Longman Group UK Limited, 1992). p.306

Language, he says, enables us to share experience, learn from others, and to plan and work together. Written language expands this process to those who are not present, those who have died, and those yet to be born.<sup>2</sup>

In conclusion, reading emphasizes on processes to encode the writer's messages into their own comprehending. Reading also gives information to the reader needed. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.<sup>3</sup> The purpose for reading also determines the appropriate approach to reading comprehension.<sup>4</sup>

Michael stated that reading is a conscious, deliberate act prompted by a plausible purpose. Purpose is what motivates us, helps focus our attention, or gives us goal, something tangible to work toward. He also says that purpose also determine how a selection is to be read-quickly in order to get the gist of the text or slowly in order to really understand the material. Also, having clear purposes aids comprehension.<sup>5</sup>

A good reading is how the readers have the purpose of what they read. The readers know that reading text is interesting or not, if they have good comprehension. It means that the primary activity of reading is to comprehend what the text about.

---

<sup>2</sup> Anthony V. Manzo and Ula Casale Manzo. *Teaching Children to be Literate a Reflective Approach*. ( Sea Harbor: Literacy Leaders, 1995),p.375

<sup>3</sup> David Nunan. *Practical English Language Teaching*. (New York :Mc. Graw Hill, 2003), p. 68

<sup>4</sup> Kalayo Hasibuan and M.Fauzan Anshari. *Teaching English as a Foreign Language[TEFL]*. (Pekanbaru :Alaf Riau Graha UNRI Press, 2007), p. 114

<sup>5</sup> Michael F. Graves. *Teaching Reading in the 21<sup>st</sup> Century*. (Boston: A Pearson Education Company, 2001), p. 248

Many readers cannot catch the idea or what the writer talks about. It is caused by not knowing the exact meaning of the words that the writer uses. In short, reading is a readers' activity having process and some purposes in reading a written language.

Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.<sup>6</sup> The National Reading Panel said, the effective reading instruction addresses five critical areas, these five aspect work together to create the reading experience. As students learn to read they must develop skill in all five of these areas in order to become successful reader<sup>7</sup>.

a) Phonemic Awareness

Phonemic Awareness is the ability to hear and manipulate the sounds of spoken language. This includes noticing rhyme and recognizing the separate, small sounds in words (phonemes).<sup>8</sup> Phonemic awareness is commonly defined as the understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced.

However, it can also be thought of as skill at hearing and producing the separate sounds in words, dividing or segmenting words into their component sounds, blending separate sounds into words, and recognizing words that

---

<sup>6</sup> Danielle S. Mc Namara. *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. (New York : Lawrence Erlbaum Associates, 2007) p. 3

<sup>7</sup> Department of Education U.S.A *Closer Look at The Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research For Teachers* (Naperville: Learning Point Associates, 2004) p.1

<sup>8</sup> Janet B. Andreasen, Lee-Anne T. Spalding, and Enrique Ortiz. *CliffsNotes: FTCE Elementary Education K-6, TEST PREP 'Proven Test-Taking Strategies Focus Reviews of All Exam Topics 2 Model Practice Exams, Plus a Diagnostic Exam to Measure Your Strengths and Weaknesses'*.(Canada: Wiley Publishing,2006, ) p. 47

sound alike or different. Phonemes are the sounds that make up spoken words. They are the smallest segments of sounds within spoken language. For example, the word no is made up of two phonemes: /n/ and /o/.<sup>9</sup>

b) Phonological Processing

Phonics is the understanding of the relationship between the written letters of the alphabet and the sound of spoken language. This knowledge allows a reader to “decode” words by translating the letters into speech sounds.

c) Fluency

Fluency was understood to mean rapid word recognition that freed up space in the reader’s working memory for use in comprehending the message of the text. That is, fluent reader needs to put less effort into word recognize and therefore have more available for comprehension.

d) Vocabulary

Vocabulary includes all the words the reader can understand and use. The more words the students know, the better he or she will understand what is read. Knowing how words relate to each other is a building block that leads to comprehension.<sup>10</sup>

---

<sup>9</sup> Learning Point Associates. *A Closer Look at the Five Essential Components of Effective Reading Instruction : A Review of Scientifically Based Reading Research for Teachers*. <http://www.learningpt.org>. Retrieved on April 10, 2004. p.4

<sup>10</sup> *Ibid.*, p. 47

e) Comprehension

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. Comprehension is the final goal of reading instruction.<sup>11</sup> Components of reading are the instrumental aspect that be used to get the purposes of reading. They strongly relate to build the meaning of text.

According to Nunan, the microskills and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.<sup>12</sup>

1) Microskills

- a) Discriminate among the distinctive lengths in short-term memory.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, systems (e.g., tense, agreement, pluralization), pattern, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.

---

<sup>11</sup> Learning Point Associates. *A Closer Look at the Five Essential Components of Effective Reading Instruction : A Review of Scientifically Based Reading Research for Teachers*. <http://www.learningpt.org>. Retrieved on July 20, 2004. p.30

<sup>12</sup> H. Douglas Brown. *Language Assessment Principle and Classroom Practices*. ( California :Longman, 2003 ), p.188-189

- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

## 2) Macroskills

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of the texts.

### 3) Strategy for Reading Comprehension

According to Kalayo Hasibuan and M. Fauzan Anshari the these, strategies that can help the students read more quickly and effectively includes<sup>13</sup>:

- a) Previewing. Reviewing titles, section heading, and photo captions to get a sense of the structure and content of reading selection.
- b) Predicting. Using knowledge of the subject matter to make prediction about content and vocabulary and check comprehension, using knowledge about the text type and purpose to make prediction about discourse structure.
- c) Skimming and Scanning. Using a quickly survey of the text to get the main idea, identify text structure, confirm or question prediction.
- d) Guessing from context. Using prior knowledge of the subject and the ideas in the text as clues to the meaning of unknown words, instead to stopping to look them up.
- e) Paraphrasing. Stopping at the section to check comprehension by restarting and ideas in the text.

### 4) Some Principle Strategies for Reading Comprehension

- a) Identify your purpose in reading a text.
- b) Apply spelling rules and conventions for bottom-up decoding.
- c) Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.

---

<sup>13</sup> Kalayo Hasibuan and M.Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007),p.120

- d) Guess at meaning (of words, idioms, etc) when you aren't certain.
- e) Skim the text for the gist and for main ideas.
- f) Scan the text for specific information (names, dates, key words).
- g) Use silent reading techniques for rapid processing.
- h) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- i) Distinguish between literal and implied meanings.
- j) Capitalize on discourse markers to process relationships.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author. Reading comprehension means basic of component person to activity involving skill, knowledge, and understanding of words, seeing the relationship among words and concept, and organizing the ideas. A good reader has a purpose for reading and uses his or her experiences and background knowledge to make sense of the text. Making connection is the key to comprehension.

## **2. Nature of Reading Comprehension**

Reading cannot separate with comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding about what has been read is useless. Although, people read with different purpose, such as: reading for pleasure, reading for gathering information, for



critique, reading for answering question and others but all of them need comprehension at the finally. Nunan believes that the goal of reading is comprehension<sup>14</sup>.

Comprehension can be seen as the process of using one's own prior experiences (reader context) and the writer's cues (text context) to infer the author's intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences (micro-processes), inferring relationships between clauses and or sentences (integrative processes), organizing ideas around summarizing ideas (macro-processes), and making inferences not necessarily intended by the author (elaborative processes). These processes work together (interactive hypothesis) and can be controlled and adjusted by the reader as required by the reader's goals (meta-cognitive processes) and the total situation in which comprehension is taking place (situational context)<sup>15</sup>.

Cooper stated that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference

---

<sup>14</sup> David Nunan. *Practical English language Teaching*. (New York:Mc.Graw Hill, 2003).p.68

<sup>15</sup> Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. (New Jersey: Prentice Hall,Inc, 1986). p. 9

that can be drawn from the passages.<sup>16</sup> In brief, reading is an activity to get main purpose. It is a comprehension.

There are two levels of thinking and how each can shape comprehension:

- a. Surface level. The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the regency of the reading.
- b. Deep level. The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking.<sup>17</sup>

The levels above can be used by the students to know how deeper their comprehension about the content of text. In the surface level, the readers just comprehend the meaning of text, but in the deep level, the readers not only comprehend the text but also criticize the text.

In addition, Trankersly describes that reading comprehension depends on three factors. The first factor is that the reader has command of the linguistic structure of

---

<sup>16</sup> Egis Fajruna EL-Mubarak. Effect of Pre-Question Toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa. (Pekanbaru: Unpublished, 2009). p.11

<sup>17</sup> Linda J. Dorn and Carla Soffos. *Teaching For Deep Comprehension : A Reading Workshop Approach*. (Portland: Stenhouse Publishers, 2005), p. 14

the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the second in the content and vocabulary being presented<sup>18</sup>.

Moreover, Linda states that reader's comprehension is influenced by a range of internal factors, including perception, beliefs, motivation, and problem solving strategies<sup>19</sup>. Therefore, reading comprehension is a complex process by which a reader tries to reconstruct encoded in graphic language by a writer. It is an interaction between reader and author. Reading comprehension means basic of component person to activity involving skill, knowledge, and understanding of words, seeing the relationship among words and concept, and organizing the ideas. A good reader has a purpose for reading and uses his or her experiences and background knowledge to make sense of the text. Making connection is the key to comprehension.

### **3. Analytical Exposition Text**

Based on the second year syllabus of the second semester, the students learn some kinds of the text. One of them is an analytical exposition text<sup>20</sup>. Analytical

---

<sup>18</sup> Karen Tankersley. *Literacy Strategies for Grade 4-12: Reinforcing the Threads of Reading* Alexandria, (Virginia: Association for Supervision and Curriculum Development, 2005). p.108

<sup>19</sup> Linda J. Dorn, and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. (Portland: Stenhouse Published, 2005). p.6

<sup>20</sup> Syllabus of SMAN 2 Bangkinanng Barat 2011/2012. Unpublished.

exposition text is a text that elaborates the writer's idea about the phenomenon surrounding it social function is to persuade the reader that idea is important matter<sup>21</sup>.

Structure of analytical exposition text:

- a. Thesis: usually includes a preview argument. It introduces topic and indicates the writer's position.
- b. Argument: consist of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence.
- c. Reiteration: restates the position more forcefully in the light of the argument presented.<sup>22</sup> In conclusion the major components of analytical exposition text are thesis, arguments, and reiteration.

#### **4. Using Before Reading, Create Question, During Reading, End of Reading (BCDE) Strategy**

Bcde developes independent reading skill by encouragng the reader to put the main idea of the passege into hie or her own word, both orally and in write form. Bcde strategy is an effective strategy for students in senior high school. Because it is a multisensory approach to learning its effective is enhanced. It is particularly beneficial for students with learning problems because it encompasses analysis and synthesis.<sup>23</sup> Bcde strategy helpful students in getting

---

<sup>21</sup> <http://www.edu/sped/what-is-analytical-exposition>. Retrieved on June 11,2011

<sup>22</sup> Th. M. Sudarwati, dkk. *Look Ahead An English Course* (Jakarta :Penerbit Erlangga, 2007), p. 98

<sup>23</sup>Smith, C. C and Bean, *TWA Strategy for Improving Reading/Writing/Study Skill. Journal of Reading*,19,(1980).p.647

the overall idea while reading materials for classes.<sup>24</sup> the strategy will help a students get the overall idea of a passage he/she reads. The purpose is to improve reading comprehension in analytical exposition. According to Shane that Bcde strategy is can see overall objective and plan for presentation of the material and continuity between section of the text.<sup>25</sup>A way to teach the students a variety of possible ways to write in response to reading.

Using bcde strategy in teaching of reading has some benefits in improving students' reading comprehension. Bcde strategy activates the students to critical thinking.

The Procedures of BCDE strategy are as follows<sup>26</sup>:

- a. Before reading
  - a) Always look over the pages students have read before students actually start reading.
  - b) Read the title, side headings, paragrah headings, pictures, bold face words, and study question

---

<sup>24</sup> Martin. *Ways of Reading*. <http://coe.jmu.edu/learningtoolbox/strategies.2008.html>,Retreved on July 3,2013.

<sup>25</sup> Shane N. Philipson. *Context and Pracrice for Students*. (Hongkong:Hongkong University Press,2002).

<sup>26</sup>James.*Special Education Program*. 2006.<http://nycdoeit.airws.org/pdf/BCDE.pdf>. Retrieved on April 09, 2011

- c) Look back at the previous section students read and predict what students think will happen in this section
- b. Create question
  - a) Create question about the material based on the title, side headings, paragraph headings, pictures, bold face word and study question.
  - b) Write question based on the prediction that students made parts of the text
  - c. During reading, answer the question
  - d. As you read the material, keep the question that students wrote in mind.
  - e. Find answers to the question, write them on the backs of the card
- f. End of Reading, summarize
  - a) Finished reading, look over all the question students wrote. If students not find the answer to a question.
  - b) Ask students self the question and try to answer them
  - c) Say aloud by students a summary of the main ideas of what students just read.
  - d) Ask by students how the material students read is related to material that students read before this
  - e) Predict how material students read will be related to the material that students will read next.

## **B. Relevant Research**

The relevant research taken by researcher in this research is a research that was conducted by a research entitled the Effect of Using BCDE Strategy toward Students' Reading Comprehension a Study at Second Year Students of SMAN Sungai Rumbai. The purpose of this research was to find out the effect of using BCDE strategy toward students' reading comprehension. She used experiment design that consisted of experiment class and control class. The population of this research was 122 students of XI IPS SMAN 1 Sungai Rumbai, she used cluster random sampling to find out the experiment class and control class. To collect the data she used test. She used pretest and posttest. After analyzing the data, she found that there was significant effect of using bcde strategy toward reading comprehension a study at second year students of SMAN 1 Sungai Rumbai.<sup>27</sup>

## **C. Operational Concept**

Operational concept is the concept that is used to give limitation to the theoretical framework in order to avoid misunderstanding, misinterpretation in this research. It is necessary to explain about the variable used in the study. There are X and Y variables refers to BCDE strategy, and variable Y refers to students reading comprehension.

---

<sup>27</sup> <http://jurnal.stkip-pgri-sumbar.ac.id/Dosing/index.php/MHSING20121.article.view.p.174> .  
Retrieved on 5 November 2013

1. The indicator of Bcde strategy (variable X) can be seen as follow

a. Before Reading

- 1) The teacher asks students to select the pages students have read actually start reading.
- 2) The teacher asks students read the title.
- 3) The teacher asks students read and predict what students think will happen in this section.

b. Create Question

- 1) The teacher asks students to create question about the materials based on the title.
- 2) The teacher asks students write question based on the prediction that students made.

c. During Reading

- 1) The teacher asks students read the materials, keep the question that students wrote in mind.
- 2) The teacher asks students when students find the answers to the question, write them on the backs of the card.

d. End of Reading

- 1) The teacher ask students to finished reading.



2) The teacher ask students about the question and try answer the question.<sup>28</sup>

2. The indicators of students' reading comprehension (variable Y) can be seen as follows:

- a. The students are able to recognize main ideas in analytical exposition text.
- b. The students are able to identify argument in analytical exposition text.
- c. The students are able to differentiate the generic structure in analytical exposition text.
- d. The students are able to differentiate the language features in
- e. analytical exposition text.
- f. The students are able to identify the purpose in analytical exposition text.<sup>29</sup>

#### **D. Hypothesis**

##### **1. Alternative Hypothesis ( H<sub>a</sub> )**

There is significant effect of using BCDE strategy towards reading comprehension in analytical exposition text of the second year students at SMAN 2 Bangkinang Barat.

---

<sup>28</sup>Martin. *Ways of Reading*. <http://coe.jmu.edu/learningtoolbox/strategies.html>,Retreved on July 3,2013

<sup>29</sup> Rose Wassman, and Lee Ann Risky. *Effective Reading in a Changing World*.( New Jersey:Prentice Hal.2000). p.12

## 2. Null Hypothesis ( $H_0$ )

There is no a significant effect of using BCDE strategy towards reading comprehension in analytical exposition text of the second year students at SMAN 2Bangkinang Barat.

## CHAPTER III

### THE RESEARCH METHOD

#### A. Research Design

The type of this research was quasi-experimental design with use nonequivalent control group design. According to Creswell, quasi-experiments designs are experimental situations in which the researcher assigns, but randomly, participants to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>1</sup> Moreover, Kerlinger in Cohen's book states that quasi-experimental situations as 'compromise designs', description when applied to much educational research where the random selection or random assignment of schools and classrooms is quite impracticable.<sup>2</sup> In briefly, the writer will use all the students in available classes (groups) as the samples. So, it can be concluded that all the samples have same characteristics and ability.

Meanwhile, Gay describes that nonequivalent control group design involves random assignment of intact groups to treatments, not random assignment of individuals.<sup>3</sup> Nonequivalent control group design is one of the most widespread experimental designs in educational research involves an experimental group and a

---

<sup>1</sup> Jonh W. Creswell. *Educational research: Plannin, Conducting, and Evaluating qualitative and Quantitative Research*. (New Jersey: Pearson Education Ltd,2008) p.645

<sup>2</sup> Louis Cohen., Lawrence Manion., and Keith Morrison. *Research Methods in Education Sixth Edition*. ( New York: Routledge,2007) p.282

<sup>3</sup> L. R. Gay, and Peter Airaisian. *Educational Research Competencies for Analysis and Application Six Ed.*( New Jersey: Prenice Hall, Inc,2000). p.395

control group both given a pretest and a posttest, but in which the control group and the experimental group do not have pre-experimental sampling equivalence. Rather, the groups constitute naturally assembled collectives such as classroom, as similar as availability permits but yet not similar that one can dispense with the pretest.<sup>4</sup> In other words, the writer will doing pretest and protest at the each group.

In conducting this research, two classes of second year students of SMAN 2 Bangkinang Barat participated. The first class was used as control class and another class is used as experimental class. The two classes were taught in different treatment. In the experimental class, students were taught by using BCDE strategy and in the control class was taught by using Three-Phase technique.

According to Campbell and Stanley, the design of this research can be illustrated as follows:

**Table III.1**  
**Research Type**<sup>5</sup>

Group	Pre-test	Treatment	Post-test
Experimental	Test 1	X <sub>1</sub>	Test 2
Control	Test 1	X <sub>2</sub>	Test 2

Where:

T1 = Pre-test to experimental and control group

X<sub>1</sub> = Receive particular treatment using BCDE strategy

X<sub>2</sub> = Receive particular treatment using Three Phase Technique

---

<sup>4</sup> Donald T. Campbell, and Julian C Stanley. 1963. *Experimental and Quasy Experimental Design for Research*. U. S. A: Houghton Mifflin Company. p.47

<sup>5</sup>Donal T. Campbell, and Julian C Stanley. *Ibid*. P.40

T2 = Post-test to experimental and control groups

## **B. Location and Time of the Research**

This research was conducted from July to August 2013 at SMAN 2 Bangkinang Barat located on Teransad Street, Bangkinang Barat.

## **C. Object and Subject of the Research**

The object of this research was the effect of using BCDE strategy towards reading comprehension of analytical exposition text at the second year students at SMAN 2 Bangkinang Bara. The subject of this research was the second year students of SMAN 2 Bangkinang Barat in academic year 2012/2013.

## **D. Population and the Sample of the Research**

The population of this research included all the second year students of SMAN 2 Bangkinang Barat 2012/2013 academic years. The second year students consisted of two classes. There was two classes ( XI IPA 1 and IX IPA 2) of the second year students of SMAN 2 Bangkinang Barat. Total population of this research is 60 students from the two classes. There were two classes for science class.

**Table III.2**  
**Total Population**

No	Class	Number	Male	Female
1	XI IPA 1	30	15	14
2	XI IPA 2	30	13	18
3	Total	60	28	32

Where:

XI IPA 1:Students of experimental class

XI IPA 2:Students of Control class

The population above was large enough to be all taken as sample of the research. Based on the limitation of the research, researcher took only two classes of science department after doing clustering sampling. According to Cohen by doing cluster sampling, the researcher can select a specific number of schools and test all the students in those selected school.<sup>6</sup> Moreover, Singh believes that the cluster sampling is to select the intact group as a whole. In cluster sampling the sample units contain groups of elements (clusters) instead of individual members or items in the population.<sup>7</sup> In addition Gay believes that cluster sample randomly select groups, not individual. All the members of selected groups have similar characteristics.<sup>8</sup> In this study, the classes taken as samples XI IPA 1 as an experimental class and XI IPA 2 as control class. The table of total sample is shown as follow:

---

<sup>6</sup> Louis Cohen. *Loc.cit.* p.12

<sup>7</sup> Yoghesh Kumar Singh. *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International Publishers.2006) p.34

<sup>8</sup> L.R. Gay. *Loc.cit.* p.19

**Table III.3**  
**Total Sample**

Sample	Class	Male	Female	Total
Experiment	XI IPA 1	10	20	30
Control	XI IPA 2	17	13	30

### **E. Technique of Collecting the Data**

In order to collect some data in this research, the writer used the test. The test was conducted in order to determine the students' reading comprehension. Test was given in the pre-test and post-test. To know the homogeneity of two variances, the researcher took pre-test.

Pre-test was given of first meeting, treatment was given six times, and Post-test was given last time. So, the writer used a written test for purpose to pinpoint the strength and weakness of students' reading comprehension. Assessing reading is not easy to do it accurately<sup>9</sup>. But based on teaching reading in the curriculum (KTSP), if the students are able to achieve to goal, it means that assessment of reading comprehension needs to be correlated with purpose of reading.

According to Hughes, there are many techniques that can assess the students' reading comprehension, but the writer used multiple choices technique that consisted of 20 items. Multiple choices technique is a technique that will be designed by using

---

<sup>9</sup> Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as Foreign Language (TEFL)*, (Alaf Riau, Pekanbaru.2007). p. 123

five choices and the participant will choose one correct answer<sup>10</sup>. This technique can assess the student's reading comprehension. All of the items were tried out to all of the students in order to know the validity and reliability of the test.

**Table III.4**  
**Blue Print of Reading Comprehension<sup>11</sup>**

No	Indicators	Number
1.	To recognize main idea of analytical exposition text	1, 6, 11, 16, 21
2.	To identify argument of analytical exposition text	2, 7, 12, 17, 22
3.	To differentiate the generic structure of analytical exposition text	3, 8, 13, 18, 23
4.	To differentiate the language features of analytical exposition text	4, 9, 14, 19, 24
5.	To identify the purpose of analytical exposition text	5, 10, 15, 20, 25

### 1. Validity of the Test

Before the instrumentation given as the sample of this research, it should be tried out to know the degree of validity of the items. The test given to students was considered not too difficult or not too easy, often showed the low reliability. According to Arthur Hughes, item difficulty is determined as the proportion of correct responses. This helps pertinent to index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly. There

---

<sup>10</sup> Arthur Hughes. *Testing for Language Teachers, Second Edition*. (United Kingdom: Cambridge University press, 2003). P. 143.

<sup>11</sup> Arthur Hughes. *Loc.cit.* p.144



were 20 items given to 30 students. To analyze the validity of the items, the researcher used the formula by Suharsimi Arikunto<sup>12</sup> as follow:

$$P = \frac{B}{JS}$$

Where P : Index of difficulty or Facility value

B : The number of correct answers

JS : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulties of each item test that writer gave to the respondents. The items that did not reach the standard level of difficulty were excluding from the test and they were changed with the new appropriate items. Stated that prepared in practice to accept items with facility values arrange 0.30 and 0.70<sup>13</sup>.

An instrument is valid if it is able to measure what must be measured. In validity of instrument of the test, it can be seen by the difficulties of the test. On the other hand, the test is not too easy and the test is not too difficult. The standard level of difficulty is 0.30 and 0.70. Then, the proportion of correct is represented by "p", whereas the proportion incorrect is represented by "q", it can seen in the following tables:

---

<sup>12</sup> Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakarta: Bumi Aksara, 2008 ). p.208

<sup>13</sup> Suharsimi Arikunto. *Ibid.* p.210

**Table III.5**  
**The Students' Comprehension in Recognize Main Idea**  
**of Analytical Exposition Text**

Variable	Inferring main idea					N
Item no.	1	6	11	16	20	20
Correct	12	8	10	10	11	
P	0.6	0.45	0.5	0.5	0.55	
Q	0.4	0.55	0.5	0.5	0.45	

Based on the table IV.1, the proportion of correct answer for item number **1** shows the proportion of correct **0.6**, item number **6** shows the proportion of correct **0.45**, item number **11** shows the proportion of correct **0.5**, item number **16** show the proportion of correct **0.5**, item number **20** shows the proportion of correct **0.55**. Based on the standard level of difficulty “p” 0.30 and 0.70, it is pointed out that item difficulties in average of each items number for inferring main idea are accepted.

**Table III. 6**  
**The Students' Comprehension in Identify Argument**  
**of Analytical Exposition Text**

Variable	Inferring supporting details					N
Item no.	2	7	12	17	20	20
Correct	14	14	10	12	11	
P	0.7	0.7	0.5	0.6	0.55	
Q	0.3	0.3	0.5	0.4	0.45	

Based on the table IV.2, the proportion of correct answer for item number **2** shows the proportion of correct **0.7**, item number **7** shows the proportion of correct

**0.7**, item number **12** shows the proportion of correct **0.5**, item number **17** show the proportion of correct **0.6**, item number **20** shows the proportion of correct **0.55**. Based on the standard level of difficulty “p” 0.30 and 0.70, it is pointed out that item difficulties in average of each items number for inferring supporting details in the text are accepted.

**Table III. 7**  
**The Students’ Comprehension in Differentiate the**  
**Generic Structure of Analytical Exposition Text**

Variable	Recognizing cause and effect relationship					N
Item no.	3	8	13	18	20	20
Correct	13	9	9	8	11	
P	0.65	0.45	0.45	0.4	0.45	
Q	0.35	0.55	0.55	0.6	0.55	

Based on the table IV.3, the proportion of correct answer for item number **3** shows the proportion of correct **0.65**, item number **8** shows the proportion of correct **0.45**, item number **13** shows the proportion of correct **0.45**, item number **18** show the proportion of correct **0.4**, item number **20** shows the proportion of correct **0.45**. Based on the standard level of difficulty “p” 0.30 and 0.70, it is pointed out that item difficulties in average of each items number for recognizing cause and effect relationships are accepted.

**Table III. 8**  
**The Students' Comprehension in Differentiate the**  
**Language Features of Analytical Exposition Text**

Variable	Inferring character traits					N
Item no.	4	8	14	19	20	20
Correct	13	9	10	11	11	
P	0.65	0.45	0.5	0.45	0.45	
Q	0.35	0.55	0.5	0.55	0.55	

Based on the table IV.4, the proportion of correct answer for item number **4** shows the proportion of correct **0.65**, item number **8** shows the proportion of correct **0.45**, item number **14** shows the proportion of correct **0.5**, item number **19** shows the proportion of correct **0.45**, item number **20** shows the proportion of correct **0.45**. Based on the standard level of difficulty “p” 0.30 and 0.70, it is pointed out that item difficulties in average of each items number for inferring character traits are accepted.

**Table III. 9**  
**The Students' Comprehension in Identify the Purpose of Analytical Exposition**  
**Text**

Variable	Recognizing sequence				N
Item no.	5	10	15	20	20
Correct	9	12	9	11	
P	0.45	0.6	0.45	0.45	
Q	0.55	0.4	0.55	0.55	

Based on the table IV.5, the proportion of correct answer for item number **5** shows the proportion of correct **0.45**, item number **10** shows the proportion of correct **0.6**, item number **15** shows the proportion of correct **0.45**, item number **20** show the proportion of correct **0.45**. Based on the standard level of difficulty “p” 0.30 and 0.70, it is pointed out that item difficulties in average of each items number for recognizing sequence from the text are accepted.

## 2. Reliability of the Test

Reliable instrumentation showed that there was a trustworthy or reliable test to take the data. In this research, the researcher used Kuder-Richardson (K.R 20)<sup>14</sup> formula to measure the reliability of test.

$$r_t = \frac{k}{k-1} \frac{S_t^2 - \sum p_i q_i}{S_t^2}$$

Note:

k : total items

p<sub>i</sub> : proportion the correct scores

q<sub>i</sub> : 1-p<sub>i</sub>

S<sub>t</sub><sup>2</sup> : total variances

---

<sup>14</sup> Sugiyono. *Statistik untuk Penelitian*. (Bandung : ALFABETA, ). p.359

The good quality of instruments is determined by the instrument reliability.

On the other hand, if the instrument is reliable, it has good quality. Knowing the instrument is reliable or not, the researcher used Kuder-Richardson (KR-20).

The data of students' score can be seen at Appendix 3. So, the researcher got:

$$X_t^2 = \sum X_t^2 - \frac{\sum X_t^2}{n}$$

$$X_t^2 = 2474 - \frac{212^2}{20}$$

$$X_t^2 = 2474 - \frac{44944}{20}$$

$$X_t^2 = 2474 - 2247.2$$

$$X_t^2 = 226.8$$

$$S_t^2 = \frac{X_t^2}{n}$$

$$S_t^2 = \frac{226.8}{20}$$

$$S_t^2 = 11.34$$

$$r_l = \frac{k}{k-1} \frac{S_t^2 - \sum p_l q_l}{S_t^2}$$

$$r_l = \frac{20}{20-1} \frac{11.34 - 4.805}{11.34}$$

$$r_i = \frac{20}{19} \frac{6.535}{11.34}$$

$$r_i = \frac{20}{19} 0.576$$

$$r_i = 0.605$$

Reliability of the test,  $r_i$  must be compared with  $r$  product moment,  $r_i$  must be higher than  $r_{\text{table}}$ , on the other hand  $r_i > r_t$ . For  $n=20$ , the significant 5% is 0.444 and degree of significant 1% is 0.561. While, on statistic above, the score of reliability of the test is 0.605. From the data above, we can find  $0.444 < 0.605 > 0.561$ . So, it can be analyzed that  $r_i$  is higher than  $r_t$ . on the other hand, the instruments test are reliable. It means that the test was reliable and suitable to give to the students. Based on Suharsimi Arikunto there is the interpretation of reliability as follow:

- a. Between 0.800 – 1.000 : Very high
- b. Between 0.600 – 0.800 : High
- c. Between 0.400 – 0.600 : Enough
- d. Between 0.200 – 0.400 : Low
- e. Between 0.000 – 0.200 : Very low<sup>15</sup>

## G. Technique of Data Analysis

In presenting the data that had been collected by the reading test is presented in chapter IV. In analyzing the data, the researcher used score of post-test of

---

<sup>15</sup> Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakarta: Bumi Aksara, 2008). p.75

experiment and control class. The scores were analyzed statistically. The different mean was analyzed by using T-test formula as follow:<sup>16</sup>

$$t_0 = \frac{M_x - M_y}{\sqrt{\frac{SD_x^2}{N-1} + \frac{SD_y^2}{N-1}}}$$

t-obs : t-test

$M_x$  : the means of post test/post-observation experiment class

$M_y$  : the means of post test/post-observation control class

$SD_x$  : standard deviation of experiment class

$SD_y$  : standard deviation of control class

$N$  : number of students.

The t-table was employed to see whether there was a significant effect between the mean score of both experiment and control class. The t-obtain value was consulted with the value of t-table at degree of freedom (df) = (N1+N2) – 2 statically hypothesis.

$H_o$  = Variance population identic

$H_a$  = Variance population not identic

$H_a$  =  $t_o > t\text{-table}$

$H_o$  =  $t_o < t\text{-table}$

---

<sup>16</sup> Hartono. *Statistik untuk Penelitian*. (Pekanbaru: Zanaf Publishing, 2008). p.208



$H_a$  is acceptable if  $t_o > t\text{-table}$  or there is effect of using BCDE strategy toward students' reading comprehension.

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no effect of using BCDE strategy toward students' reading comprehension.

## **CHAPTER IV**

### **THE DATA PRESENTATION AND THE DATA ANALYSIS**

#### **A. Description of Research Procedure**

The purposes of the research were to obtain the data of students' reading comprehension taught by using BCDE strategy and taught without using BCDE strategy, and also to find out whether is significant difference of students' reading comprehension taught by using BCDE strategy and those who are not. The data were obtained from students' post-test scores of experimental and control class. The procedures of this research were as follows:

1. Before administering the test, the writer examined whether the test was reliable or not.
2. The writer gave pre test and post test to XI IPA 1 and XI IPA 2. The writer asked the students to answer some questions based on the text given; the text was in analytical exposition text.
3. Based on the result of pre-test, it was found that XI IPA 1 was an experimental class and XI IPA 2 was a control class. Then, the writer gave treatments to experimental class for eight meetings.
4. After giving treatments to experimental class, the writer used the same format of questions but different in analytical exposition text to test students' reading comprehension for the post-test of experimental class. While for control class, taught without using BCDE strategy, the writer

used the same format of questions and different analytical exposition text for their post-test also.

## **B. Data Presentation**

The data of this research, were gotten from the score of students' pre-test and post-test. All of the data were collected through the following procedures:

1. Both of classes (Experimental Class and Control Class), students were asked to answer the questions based on analytical exposition text given
2. The format of the test was multiple choices

There were two data of reading comprehension served by the writer. They were the data, the tests of students' reading comprehension taught by using BCDE strategy and the data of students' reading comprehension taught without using strategy, and they are as follows:

### **1. Data Presentation of Using BCDE Strategy**

The data of this reasearch were gotten from the score of the students pre-test and post-test. All of the data were collected through the following procedure:

- a. Before Reading,survey
  - 1) The teacher asked students to select the pages students have read actually start reading.
  - 2) The teacher asked students read the title.
  - 3) The teacher asked students read and predict what students think will happen in this section.

b. Create Question

- 1) The teacher asked students to create question about the materials based on the title.
- 2) The teacher asked students write question based on the prediction that students made.

c. During Reading,answer the question.

- 1) The teacher asked students read the materials, keep the question that students wrote in mind.
- 2) The teacher asked students when students find the answers to the question, write them on the backs of the card.

d. End of Reading,summarize

- 1) The teacher asked students to finished reading.
- 2) The teacher asked students about the question and try answer the question.

**2. Data Presentation of Reading Comprehension**

**a. Reading Comprehension Taught by Using BCDE Strategy**

The data of students' reading comprehension taught by using BCDE strategy were gotten from pre-test and post-test of XI IPA 1 as an experimental class, taken from the sample of this class (30 students). The writer taught the class herself. The data can be seen from the table below:

**Table IV.1**  
**The Score of the Students' Reading Comprehension**  
**Taught by Using BCDE Strategy**

No.	Students	Experimental Class		Gain
		Pre-Test	Post-Test	
1	Student 1	75	90	15
2	Student 2	70	80	10
3	Student 3	65	75	10
4	Student 4	70	75	5
5	Student 5	65	85	20
6	Student 6	65	70	5
7	Student 7	70	75	5
8	Student 8	65	70	5
9	Student 9	65	70	5
10	Student 10	55	70	15
11	Student 11	65	70	5
12	Student 12	50	65	15
13	Student 13	65	85	20
14	Student 14	45	55	10
15	Student 15	50	65	15
16	Student 16	60	70	10
17	Student 17	55	65	10
18	Student 18	60	75	15
19	Student 19	55	75	20
20	Student 20	55	70	15
21	Student 21	55	75	20
22	Student 22	55	60	5
23	Student 23	50	70	20
24	Student 24	50	55	5
25	Student 25	50	70	20
26	Student 26	65	70	5
27	Student 27	50	60	10
28	Student 28	60	75	15
29	Student 29	50	65	15
30	Student 30	60	75	15
Total		1770	2130	360

From the TableIV.1, the writer found that the total score of pre-test in experimental class was 1770, while the highest was 75 and the lowest was 45. The total of the score of post test in the experimental class was 2130, while the highest was 90 and the lowest was 55. It meant that the students had significant increasing of the reading comprehension. It was proved a total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as below:

**Table IV. 2**  
**The Frequency Distribution Pre-test**  
**of Experimental Class**

		Pre-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	1.7	3.3	3.3
	50	7	11.7	23.3	26.7
	55	6	10.0	20.0	46.7
	60	4	6.7	13.3	60.0
	65	8	13.3	26.7	86.7
	70	3	5.0	10.0	96.7
	75	1	1.7	3.3	100.0
Total		30	50.0	100.0	
Missing	System	30	50.0		
Total		60	100.0		

The table IV.2 shows the frequency distribution of experimental class before treatment. The output from 30 respondents, the valid percent with the interval of 45 was 1.7 %, the interval of 50 was 11.7 %, the interval of 55 was

10.0 %, the interval of 60 was 6.7 %, the interval of 65 was 13.3 %, the interval of 70 was 5.0 %, and the interval of 75 was 1.0%.

**Table IV.3**  
**The Frequency Distribution Post-test**  
**of Experimental Class**  
**Post-test**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55	2	3.3	6.7	6.7
	60	2	3.3	6.7	13.3
	65	4	6.7	13.3	26.7
	70	10	16.7	33.3	60.0
	75	8	13.3	26.7	86.7
	80	1	1.7	3.3	90.0
	85	2	3.3	6.7	96.7
	90	1	1.7	3.3	100.0
	Total	30	50.0	100.0	
Missing	System	30	50.0		
Total		60	100.0		

The table IV.3 shows the frequency distribution of the experimental class before treatment. The output from 30 respondents, the valid percent with the interval of 55 was 3.3 %, the interval of 60 was 3.3%,the interval of 65 was 6.7 %, the interval of 70 was 16.7 %, the interval of 75 was 13.3%, the interval of 80 was 1.7 %, the interval of 85 was 3.3 %, and the interval of 90 was 1.7 %.

**b. Reading Comprehension Who are Taught Without Using BCDE Strategy**

The data of reading comprehension taught without using BCDE strategy were also taken from pre-test and post-test of class XI IPA 2 as a control class taken of the sample in this class (30 Students). The data can be seen from the table below:



**Table IV. 4**  
**The Score of the Students' Reading Comprehension Taught**  
**Without Using Strategy**

No.	Students	Control Class		Gain
		Pre-Test	Post-Test	
1	Student 1	65	60	-5
2	Student 2	60	65	5
3	Student 3	70	60	-10
4	Student 4	50	60	10
5	Student 5	60	60	0
6	Student 6	55	65	10
7	Student 7	55	65	10
8	Student 8	65	70	5
9	Student 9	65	60	-5
10	Student 10	60	60	0
11	Student 11	60	70	10
12	Student 12	65	60	-5
13	Student 13	50	50	0
14	Student 14	50	70	20
15	Student 15	55	75	20
16	Student 16	60	60	0
17	Student 17	50	70	20
18	Student 18	55	50	-5
19	Student 19	50	50	0
20	Student 20	60	70	10
21	Student 21	60	60	0
22	Student 22	50	70	20
23	Student 23	65	50	-15
24	Student 24	50	60	10
25	Student 25	75	65	-10
26	Student 26	55	60	5
27	Student 27	55	70	15
28	Student 28	60	65	5
29	Student 29	65	60	-5
30	Student 30	70	75	5
	Total	1765	1885	120

From the Table IV.4, the writer found that the total score of pre-test in the control class was 1765, while the highest was 75 and the lowest was 50. The total of the score of post test in the control class was 1885, while the highest was 75 and the lowest was 50. It means that the students had little increasing of their reading comprehension.

**Table IV.5**  
**The Frequency Distribution Pre-test of Control Class**  
**Pre-test**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	7	23.3	23.3	23.3
55	6	20.0	20.0	43.3
60	8	26.7	26.7	70.0
65	6	20.0	20.0	90.0
70	2	6.7	6.7	96.7
75	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The table IV.5 shows the frequency distribution of the control class, the score of pre-test. The output from 30 respondents, the valid percent with the interval of 50 was 23.3 %, the interval of 55 was 20.0 %, the interval of 60 was 26.7 %, the interval of 65 was 20.0 %, the interval of 70 was 6.7 %, and the interval of 75 was 3.3 %.

**Table IV.6**  
**The Frequency Distribution Post-test of Control Class**

		Pos-test			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	13.3	13.3	13.3
	60	12	40.0	40.0	53.3
	65	5	16.7	16.7	70.0
	70	7	23.3	23.3	93.3
	75	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

The table IV.6 shows the frequency distribution of the experimental class, the score of post-test. The output from 30 respondents, the valid percent with the interval of 50 was 13.3 %, the interval of 60 was 40.0 %, the interval of 65 was 16.7 %, the interval of 70 was 23.3%, and the interval of 75 was 6.7 %.

### **C. Data Analysis**

#### **1. The Analysis Improvement of Students' Reading Comprehension of Experimental Class**

The analysis of data of the students for the experimental class and the control class are explained in the following table:

**Table IV.7**

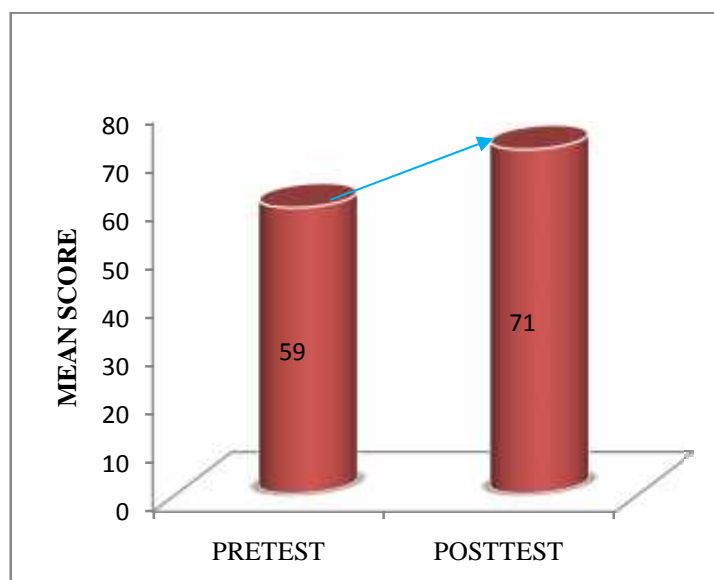
**The Mean and Standard Deviation of Pre-test  
and Post-test at Experimental Class**

		Group Statistics			
		N	Mean	Standardd. Deviation	Standard.Error Mean
Pre-Test Experimental	1	30	59.00	7.812	1.426
Post-Test Experimental	2	30	71.00	8.030	1.466

Based on the table above, it could be seen that the mean score in experimental class from pre-test was 59.00 and from post-test was 71.00. The standard deviation from pre-test was 7.812, while standard deviation of post-test was 8.030. Standard error mean from pre-test was 1.426 and post-test was 1.466.

To know the comparison of students' improvement of pre-test and post-test at experimental class can be seen as following histogram:

**Histogram VI.1**  
**Compare Mean of Pre-Test and Post-Test at Experimental Class**



The histogram above describes about the improvement between mean of students' score in comprehending the analytical exposition text before and after

giving treatment at experimental class. Before giving a treatment, the students' mean were about 59, it was known by taking pre-test at the beginning. While, after giving treatment the mean score of students' reading comprehension in analytical exposition text, was improved. The improvement of students score after giving treatment can be indicated that: the mean of the students' score was about 71 at the post-test. It means that improvement mean of the students' score from pre-test to post-test were about 12 point.

From the improvement above, it can be interpreted that the score of each student as following categories:

**Table IV.8**  
**The Classification of Experimental Class <sup>1</sup>**

NO	Categories	Score	Frequency	Percentage
1	Very good	80-100	4	13%
2	Good	70-79	15	50%
3	Enough	60-69	8	27%
4	Less	50-59	3	10%
5	Bad	0-49	0	0%
	Total	-	30	100%

Based on the table above, the classification, out put of experimental class of SMAN 2 Bangkinang Barat from 30 students shows that the category number 1 is 4 frequency (13%), the category number 2 is 15 frequency (50%), the category number 3 is 8 frequency (27%), the category number 4 is 3 frequency (10%), the

---

<sup>1</sup> Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT Rafindo Persada, 2007) p.

category number 5, and is 0 frequency (0%). Thus, the majority of students in this regard are classified as **Good category**.

## 2. The Analysis Improvement of Students Reading Comprehension of Control Class

The following table is the description the mean of pre-test and post-test at control class.

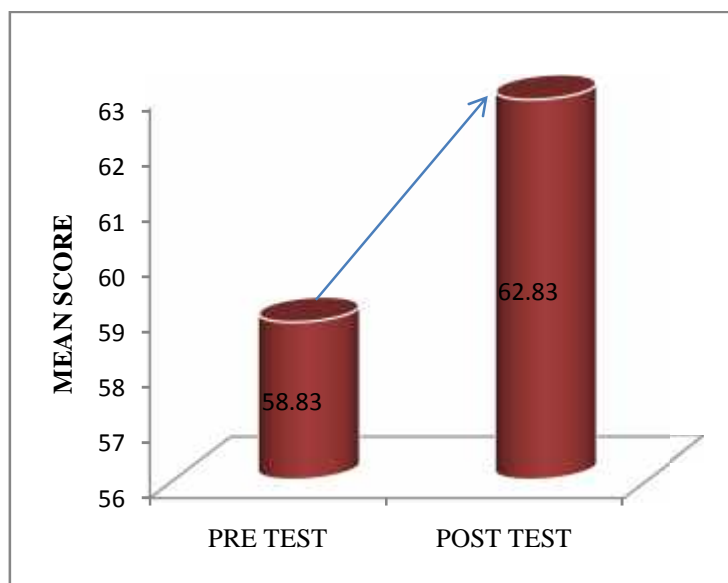
**Table IV.9**  
**The Mean and Standard Deviation of Pre-test and Post-test at Control Class**  
**Group Statistics**

		N	Mean	Std. Deviation	Std. Error Mean
Pre-Test Control	1	30	58.33	6.909	1.261
Post-Test Control	2	30	6.283	7.032	1.284

Based on the table above, it could be seen that the mean score in experimental class from pre-test was 58.33 and from post-test was 6.283. The standard deviation from pre-test was 6.909, while standard deviation of post-test was 7.032. Standard error mean from pre-test was 1.261 and post-test was 1.284.

To know the comparison of students' improvement of pre-test and post-test at experiment class can be seen as following diagram column:

**Histogram VI.2**  
**Comparison Mean of Pre-Test Control Class**



The histogram above describes about the improvement between mean of students' score in comprehending the analytical exposition text before and after giving treatment at experimental class. Before giving a treatment, the students' mean were about 58.83, it was known by taking pre-test at the beginning. While, after giving treatment the mean score of students' reading comprehension in analytical exposition text improved. The improvement of students score after giving treatment can be indicated as follows: the mean of the students' score were about 66.17 at the post-test. It means that improvement mean of the students' score from pre-test to post-test were about 4 point.

From the improvement above, it can be interpreted that the score of each student as following categories:

**Table IV.8**  
**The Classification of Control Class<sup>2</sup>**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very good	80-100	4	13%
2	Good	70-79	18	60%
3	Enough	60-69	6	20%
4	Less	50-59	2	7%
5	Bad	0-49	0	0%
	Total	-	30	100%

Based on the table above, the classification, out put of experimental class of SMAN 2 Bangkinang Barat from 30 students shows that the category number 1 is 4 frequency (13%), the category number 2 is 18 frequency (60%), the category number 3 is 6 frequency (20%), the category number 4 is 7 frequency (20%), and the category number 5 is 0 frequency (0%). Thus, the majority of students in this regard are classified as **Enough Category**.

### **3. The Analysis of the Effect of Using BCDE Strategy towards Reading Comprehension**

The significant effect of using BCDE strategy towards reading comprehension can be analyzed by compared the differences mean score of the students reading comprehension between in experimental class and in control class. After that, the both of mean score will be analyzed by using independent sample T-test to get the final result.

---

<sup>2</sup> Anas Sudijono. *Ibid.* p.32



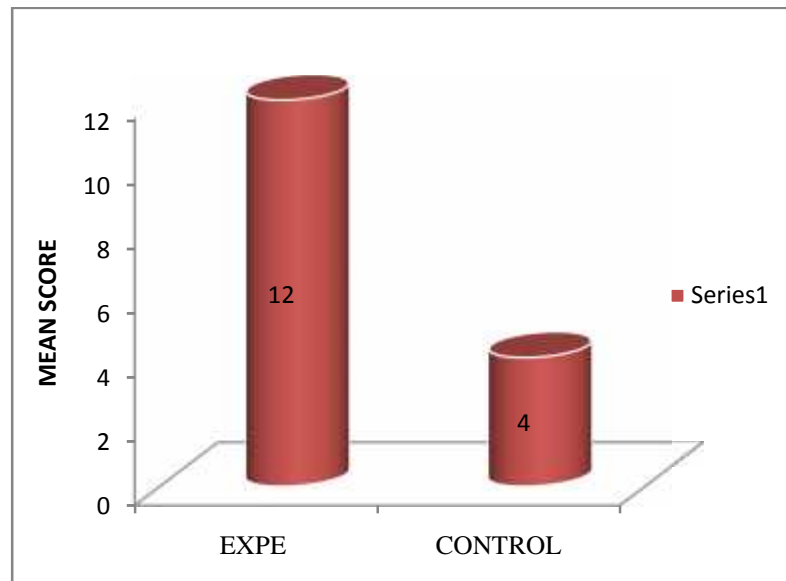
The analysis of data of the students for the experimental class and the control class is explained in the following table:

**Table IV.11**  
**The Analysis Statistics of the Difference Mean of Students' Reading Comprehension between in Experimental Class and in Control Class**

		<b>Group Statistics</b>			
		N	Mean	Standard. Deviation	Standard.Error Mean
Experimental	1	30	12.00	5.663	1.034
Control	2	30	4.00	9.505	1.735

Based on the above table, it can be seen that the total students from the experimental class was 30 and the control class was 30, the mean of the experimental class was 12.00, and mean of the control was 4.00. Standard deviation from the experimental class was 5.663, while standard deviation from the control class was 9.505. Standard error mean experimental class was 1.034, and the control class was 1.735.

**Histogram VI.3**  
**Comparison Mean of Experimental and Control Class**



From the diagram column above, it could be seen that there were differences which significant from experimental class, and control class after giving post-test at the each class, in experimental class the mean score of students' reading comprehension analytical exposition text was about 12 point, and in control class, the mean score of students' reading analytical exposition text was about 4 point. Based on the description before, it means that the mean score of experimental class was higher than the mean score of control class, and the mean score of control class was shorter than the mean score of experiment class.

To know whether there is any significant effect of using BCDE strategy toward reading comprehension in analytical exposition text, the researcher shows the table of independent sample test as following:

**Table IV.9**  
**Independent Samples Test**

	Levene's Test for Equality of Variances	t-test for Equality of Means
--	---	------------------------------

	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Control Equal variances assumed	6.462	.014	3.960	58	.000	8.000	2.020	3.957	12.043
Control Equal variances not assumed			3.960	47.284	.000	8.000	2.020	3.937	12.063

Based on the output SPSS above, independent sample T-Test shows level's Test to know the some variance.<sup>3</sup>

Ho: Variance Population Identical

Ha: Variance Population not accepted

If Probability > 0.005, Ho is accepted

If Probability < 0.005, Ha is rejected

From the table above, it can be seen that  $t_o$  is 3.960 and df is 58.

Because the degree of 58 is not available, the writer took 70 as the nearest score to 58. T-table at 5% level of significance is 2.00 and 1 % level of significance is 2.65.

Then, the  $t_{\text{observation}}$  is compared to  $t_{\text{table}}$ . Based on  $t_{\text{table}}$ , it can be analyzed that  $t_{\text{observation}}$  is higher than  $t_{\text{table}}$  either at level of 5 % or 1%. In other words, we can read **2.00 < 3.960 > 2.65**. So the researcher can conclude that  $H_o$  is rejected and  $H_a$  is accepted. It means that there is significant effect of using BCDE

---

<sup>3</sup> Hartono. SPSS 16.0 *Analisis Data Statistik dan Penelitian*. (Pekanbaru: Pustaka Pelajar). p.1\59

strategy towards reading comprehension an analytical exposition text of the second year students at SMAN 2 Bangkinang Barat.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Reading is one of the skills in which students should master in learning English. After analyzing the data, the researcher decides that there are three conclusions of this research based on the objectives of the research:

1. The students' reading comprehension taught without using BCDE strategy of the Second Year Students at SMAN 2 Bnagkinang Barat is categorized into good level.
2. The students' reading comprehension taught by using three-phase technique of the Second Year Students at SMAN 2 Bangkinang Barat is categorize enough level
3. There is a significant effect in reading comprehension between the students who were taught by using BCDE strategy and those taught by using three-phase technique of the Second Year Students at SMAN 2 Bangkinang Barat

#### **B. Suggestion**

##### **1. Suggestion for Teacher**

A researcher expects that the teacher of English choose the suitable techniques in teaching their students in order to make the students feel interested and not bored to study English.

- a. Since the writer used of BCDE strategy in teaching English, she has found the significant contribution in his teaching, especially for the students' attention the students focus more on her teachin English. So, hopefully, English teachers always keep using different method in teaching and learning process.
- b. It is hoped that the teaching of reading comprehension is from the easiest one.
- c. It is important for the teacher to improve the students' comprehension in reading text by giving assignment or home work, especially the questions in form of meaning vocabulary in context and making inference, more difficult for the students.

## **2. Suggestion for Students**

- a. The students should understand about BCDE strategy in reading texts.
- b. The students should pay more attention to the lesson explained by the teacher.
- c. The students must be creative to select kinds of reading in order to comprehend the text especially in reading subject.
- d. The students should always improve their reading comprehension especially about factual information, main idea, vocabulary, reference, and inference.

## BIBLIOGRAPHY

- Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT Rafindo Persada. 2007)
- Andreasen, Janet B, Lee-Anne T. Spalding, and Enrique Ortiz. *CliffsNotes: FTCE Elementary Education K-6, TEST PREP 'Proven Test-Taking Strategies Focus Reviews of All Exam Topics 2 Model Practice Exams, Plus a Diagnostic Exam to Measure your Strengths and Weaknesses'*. (Canada: Wiley Publishing. 2006)
- Brown, H. Douglas. *Teaching by Principles*. (New York: Prentice Hall Regents, 1994).
- \_\_\_\_\_. *Language Assessment Principle and Classroom Practices*. (California :Longman, 2003).
- Danielle S. Mc Namara. *Reading Comprehension Strategies: Theories, Interventions, and Technologies*. (New York : Lawrence Erlbaum Associates. 2007)
- Data source SMAN 2 Bangkinang Barat. 2010
- Department of Education U.S.A *A Closer Look at The Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research For Teachers* (Naperville: Learning Point Associates. 2004)
- Egis Fajruna EL-Mubarak. *Effect of Pre-Question Toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa* ( Pekanbaru: Unpublished. 2009)
- Gay, L.R., and Peter Airraisian. *Educational Research Competencies for Analysis and Application Sixth Ed.* (New Jersey: Prentice-Hall, Inc. 2000).
- Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Belajar. 2009)
- Hartono. *SPSS 16.0 Analisis Data Statistik dan Penelitian*. (Yogyakarta: Pustaka Pelajar. 2012).
- Hughes Arthur. *Testing for Language Teachers, Second Edition*. Cambridge : Cambridge University Press. 2003).
- Jack C. Richards, et al. *Longman of Language Teaching and Applied Linguistics* (New York :Longman, 1992)

- James. *Special Education Program*. 2006. <http://nycdoeit.airws.org/pdf/BCDE.pdf>. Retrieved on April 09, 2011
- Jeffreies. *Collaborative and Principle for Students with Special Needs*. 2008 [http://www.muskingum.edu/~cal/database/bibliography\\_subject.html](http://www.muskingum.edu/~cal/database/bibliography_subject.html). Retrieved on Februari 10, 2011
- Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. (New York: Prentice Hall, 1986).
- Jonh W. Creswell. *Educational research: Plannin, Conducting, and Evaluating Qualitative and Quantitative Research*. (New Jersey: Pearson Education Ltd, 2008)
- Martin. Ways of Reading Strategies <http://coe.jmu.edu/learningtoolbox/strategies.2008.html>. Retrieved on July 3, 2013
- Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language[TEFL]*. (Pekanbaru :Alaf Riau Graha UNRI Press, 2007)
- Learning Point Associates. *A Closer Look at the Five Essential Components of Effective Reading Instruction : A Review of Scientifically Based Reading Research for Teachers*. <http://www.learningpt.org>. Retrieved on June 11, 2011.
- Linda J. Dorn and Carla Soffos. *Teaching For Deep Comprehension : A Reading Workshop Approach*. (Portland: Stenhouse Publishers, 2005).
- Lean Sejnost, Roberta. and Sharon M. Thiese. *Building Content Literacy Strategy for The Adolescent Learner*. ( California: A Sage Company, 2010).
- Louis. Cohen, Lawrence Manion, and Keith Morrison. *Research Method in Education Sixth Edition*. ( New York: Routldge. 2007)
- Manzo, Anthony V and Ula Casale Manzo. *Teaching Children to be Literate: a Reflective Approach*. (Kansas: Literacy Leaders, 1995 )
- Michael F. Graves. *Teaching Reading in the 21st century* (Boston : A Pearson Education Company, 2001)
- M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Lembaga Bimbingan Belajar Syaf Intensive/LSBI, Pekanbaru: 2007)



- Nunan, David. *Practical English Language Teaching*. (New York :Mc. Graw Hill, 2003)
- Philipshon N.Shane. *Context and Practice for Students*. (Hongkong: Hongkong University Press, 2002). Retrieved on July 4,2013
- Reid, Robert and Torri Ortiz Lienemann. *Strategy Instruction for Students with Learning Disabilities*. (New York : The Guilford Press, 2006)
- Rose Wassman, and Lee Ann Risky. *Effective Reading in a Changing World*. ( New Jersey:Prentice Hall.2000).
- Smith, C. C. and Bean. T. W. *A Strategy for Improving Reading/Writing/Study Skills*. *Journal of Reading*, 19, 647. 3.(1980).
- Steppingstone Technology Grant. Learning Toolbox.*The Effect Background Knowledge and BCDE* (Harrisonburg : James Madison University,1903)  
<http://coe.jmu.edu/LearningToolbox/printer/bcde.pdf>. Retrieved on July 3, 2013
- Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*. (Jakarta: Bumi Aksara, 2008).
- Susan. *Effect of Variants of Bcde on the Oral Reading of the Second Grade Students*[http://www.muskingum.edu/~cal/database/bibliography\\_subject.html](http://www.muskingum.edu/~cal/database/bibliography_subject.html).Retrieved on Februari 10,2011
- Syllabus of SMAN 2 Bangkinang Barat 2011/2012. Unpublished
- Tasdemir, Mehmet. Social Behavior and Personality: *An International Journal*. V 38 N 4 pp. 553-560 May 1, 2001
- Th. M. Sudarwati, dkk. *Look Ahead An English Course* (Jakarta :Erlangga, 2007)
- Tim Penulis, *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah* (Jakarta: Departemen Pendidikan Nasional, 2003).
- Westphal Irwin, Judith. *Teaching Reading Comprehension Processes*. (New York: Prentice Hall,1986).
- Yoghesh Kumar Singh. *Fundamental of Research Methodology and Statistic, New Age*. (New Delhi: New Age International Publishers.2006)